
The Representation of Indonesian National Identity in English Textbook

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Abstract

This article interrogates the conceptualization of Indonesian national identity from the point of view of the Indonesian government. The data were taken from a mandatory English textbook for Grade XI. Through the lens of Representation theory, this research explores the key issues within the textbook. In analyzing the data, a multimodal discourse analysis is utilized, specifically through the verbal analysis and visual analysis of the texts within the textbook. The results of analysis reveal that there are four themes namely: spirituality and morality, personal attribute, nationalism, and knowledge and scientific attitude. However, the research results indicate the inclusion of selected values and norms of personal attributes, the unbalanced portion of the themes within the textbook and minimal representation of the knowledge development, specifically in regards to the development of English skills. Apart from that, it is realized that textbook is only one part of elements in English teaching process. Therefore, further studies with a broader scope of investigation are required to achieve more comprehensive information about how Indonesian national identity is conceptualized in English teaching.

Keywords

English textbook, multimodal discourse analysis, national identity

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Introduction

The 1945 Basic Constitution of the Republic of Indonesia (Government of the Republic of Indonesia, 1945) mandates that government shall manage and organize a national education system that enhances faith and piety and good morals in the context of the intellectual life of the nation. This mandate has a significant implication for the national education system in Indonesia. Faith to God, along with good morals and intellectual ability, should be the ultimate focus of education in Indonesia. In line with the constitution, the Law No 20 of 2003 on the National Education System (Government of the Republic of Indonesia, 2003) states that education in Indonesia aims at developing national identity of Indonesian students by encouraging students to become people of religion, creativity, productivity, and at the same time, to also have affection and innovation for the needs of the community, the nation, and humankind. Both two aforementioned constitutions become the fundamental basis of the development of Indonesian education curriculum. The policy statements imply that national education system should be organized by the Indonesian government, in the context of educating the nation, aiming to develop students' potential to become valuable human capital assets for the nation. However, a number of prior studies show that to achieve that such aim in the context of Indonesian educational system is quite challenging; with the heterogeneity of the population as well as the rapid and dynamical development of globalization the national education system is a far more complex and contested process (Alwasilah, 2001; Yulaelawati, 2007; Hamied, 2014; Gunantar, 2017).

One of the urgent problems that become the concern of Indonesian government is the declivity of Indonesian national identity among Indonesia youths. The government claims that this crisis leads to the declivity of youths in building a good relationship with others and the escalated numbers of juvenile negative attitudes such as brawls and criminal issues. Wide range areas as well as the complexities in understanding such crisis require different focuses of studies and various points of view; one of them is through English textbook. This is due to the fact that despite the rapid development of digital technology, textbooks are still the main resources of most Indonesian teachers in delivering their teaching materials at schools while academic studies about the contribution of English textbook in the development of students' national identity is still underdeveloped (Ena, 2016). Therefore, the research within this article tries to fill in the gap. More specifically, it is intended to seek the answer the research problem in regards to how the Indonesian national identity is conceptualized at the textbook for teaching English at senior high school.

Literature Review

Textbooks dominate what students learn and think. Relating to the statement, Apple and Christian-Smith (1991) describe that the words and pictures within textbooks do not only as the expression of ideas, but are parts of the educational experience that shapes ideas for many students. Lee and Collins (2009) address significant contributions of English textbook as an integral part in English teaching by justifying that textbooks do not only transmit facts, figures, and linguistic skills in English. Textbooks are also a means to transmit

ideas, ideologies, and cultural values. Apple and Christian-Smith (1991) explain: “This is a distinct problem since texts are not simply ‘delivery system’ of ‘fact. They are at once the results of political, economic, and cultural activities, battles and compromises. They are conceived, designed, and authored by real people with real interests” (p. 2). Similarly, the research conducted by Horsley and Wikman (2010) argue that despite the evidence that English textbook is very fruitful to guide English learning activities and achieve their educational objectives, there is a concern about another role of the textbook as the resource of ideas, orientation, values, and identity beyond English linguistics and language skills.

In Asian context, Siraj (1990) has conducted a study in regards to the portrayals of identities in English textbooks in Malaysian schools by examining how identity is constructed. More recently, Liew’s research (2007) has also investigated how both verbal and visual texts within English textbook represent identities of Malaysian people. Despite the seventeen years range of those studies, the findings of both studies are quite similar. The textbooks do not either present a balance portrayal of gender or ethnicity identities in Malaysia. In Indonesia, research paper about how English textbooks view identities in a multicultural setting is conducted by Ena et al., (2016). Similar to the previous research in Malaysia, the analysis of gender bias also advocates that there are gender bias and gender stereotypes. Additionally, the results analysis of their study shows the unbalanced proportion of how Indonesian identity is presented in the textbooks. She claims that the Melanesian ethnic groups, the ethnic of majority of Indonesian people, are significantly underrepresented in the English textbooks, compared to Austronesian ethnic groups and Caucasian race.

The notion of national identity itself has a complex and abstract nature and comprises a complex of similar conceptions and perceptual schemata, of similar dispositions and attitudes, and of similar behavioral conventions (Hall, Held, & McGrew, 2005; Anderson, 2006). As further explained by Anderson (2006), national identity refers to the narrative of a nation which is socially constructed and imagined by the people who perceive themselves as part of the community. A nation in this view is then defined as: “an imagined political community and imagined as both inherently limited and sovereign” (Anderson, 2006, p. 6). This does not mean the nation is imaginary. Instead, a nation is imagined because it is usually too large for direct interaction between most members. It is not possible for a member of a nation to talk, know or even hear about most of other members. In addition, despite distinguishing a nation from others not by its authenticity, it should be recognized through the ways it is imagined. Anderson argues: “Communities are to be distinguished, not by their falsity/genuineness, but by the style in which they are imagined” (Anderson, 2006 p. 6). It implies that being a member of a nation is not merely about becoming the legal citizens of a nation. Instead, they are also bound by the idea of how the nation is imagined. In line with Anderson, Hall (2005) argues that that the concept of nation is more than just as a political entity. A nation should not be conceptualized based on its nature. In contrast, the concept should be based on the representation of the nation. Moreover, Hall envisions national identity as a mental construction among a group of people that promotes the notion of being part of a nation through the sharing of a common imagery and the creating of a sense of solidarity. Accordingly, Hall (2005) suggests that national identity is a discourse of the imaginative form of solidarity among the members.

In the case of Indonesia, however, the aforementioned description of national identity appears to be a challenging concept. As a country with the population of nearly reaching 300 million, Indonesia comprises thousands of islands with more than 300 ethnic groups and 700 different native languages (Central Bureau of Statistics, 2018). Consequently, Indonesia is not only multi-ethnic but also multi-ideology. This might lead to the different conceptualization of what it meant by Indonesian national identity (Stockton, 2017). This situation is explained by Idris (2014) based on his investigation on how the term national identity is conceptualized in Indonesian language. The research results shows there is vagueness about what Indonesian national identity really means due to the lack of clarity of how the notion identity is explained. Idris mentions a number of terms are used to refer to the concept of identity such as *jati diri* (identity), *identitas* (identity), *kepribadian* (personal attribute), *watak* (character), *karakter* (character), and *jiva bangsa* (soul of the nation). However, there is a lack of satisfactory explanation such as further definition, clarification, or description of what each term refers to. For that reason, this article seeks to fill in this gap, specifically in regards to how national identity is conceptualized in the textbook used to teach English in Indonesian schools.

Methodology

The research within this article is a qualitative analysis of written document comprising verbal and visual data analysis for the textbook to teach English at senior high school, specifically at Grade XI. This grade is preferred since based on a preliminary analysis, the learning materials in Grade XI are more comprehensive than the other two grades in Senior high school. While some of the learning materials of the English textbook for Grade X comprise the reviews of learning materials from junior high school, the English textbook in Grade XII appears to prepare students for the school final exams and contains more written exercises for students to do. The English textbook for Grade XI itself consists of two volumes with eleven chapters. The first volume comprises Chapter One to Chapter Five with 112 pages (Indonesian Ministry of Education and Culture, 2014a) while the second volume consists of Chapter Six to Chapter Eleven with 128 pages (Indonesian Ministry of Education and Culture, 2014b).

A multimodal discourse analysis focusing on Gee's model of Discourse Analysis (Gee, 2014b) and Kress and Van Leeuwen's visual analysis (2006) is utilized to carry out the analysis of the research data. The analysis of the data then integrates data from multi modes comprising verbal analysis and visual analysis of textbook. At the first stage, five general steps of analysis as suggested by Gee (2014b) have been conducted to analyze the verbal data: (1) working with raw data, (2) analyzing selected building task, (3) applying selected inquiry tools, (4) Designing preliminary discourse models, and (5) reviewing the discourse model. Then, Kress and van Leeuwen's (2006) model of analysis is adapted to analyse the visual texts within the textbook. It is started by selecting images within the textbooks that appear to be able to illuminate important issue or question in regards to national identity, both Indonesian national identities and identities from countries or regions other than Indonesia. Then, the interrelations between two types of participants of visual images are investigated. The first is the represented participant, referring to people, places, and things

depicted in images, while the other is the interactive participant referring to viewers of images. As the third stage of analysis, any possible interrelation between verbal and visual texts is examined such as whether or not they repeat, clarify, support or conflict each other. To support the arguments achieved from the results of data analysis, four key components of Lincoln and Guba's model of trustworthiness (1985) is implemented namely credibility (the stability of data over time and under different conditions), transferability (the potential for extrapolation), dependability (the stability of data over time and under different conditions), and confirmability (the potential for congruence between two or more independent people about the data's accuracy, relevance, or meaning). Then, based on the aforementioned analytical results, a thematic analysis is conducted by adapting to identify themes through the recognition of important or interesting patterns in the data. In doing this, a six-phase framework of Clarke and Braun's model of analysis (2013) is outlined as (1) becoming familiar with the data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining themes, and (6) writing up (Clarke & Braun, 2013).

Findings

Quantitatively, the English textbook for Grade XI consists of two volumes with eleven chapters. The first volume comprises Chapter One to Chapter Five with 112 pages (Indonesian Ministry of Education and Culture, 2014a) while the second volume consists of Chapter Six to Chapter Eleven with 128 pages (Indonesian Ministry of Education and Culture, 2014b). Each of the chapters has a title written on the first page of the chapter. The title of the chapter becomes the theme of the learning materials within the chapter, especially the reading section.

Each chapter in this textbook comprises eleven sections. The learning activities of the first three sections of Pre-reading Activities, Reading Activities, and Post-reading Activities are designed with the main basis of the reading text within the chapter. The remaining sections, however, are not based on the reading text. Despite that, the remaining sections are still somehow interrelated with the reading text. Firstly, it is connected to the sub-section of personal connection. For instance, the topic of the reading text of Chapter Three is about President Sukarno's hopes and dreams for a better world while the question within the Personal Connection of the chapter is: "*What are your hopes and aspirations?*" (p. 60). Additionally, the remaining learning materials are interrelated with the reading text by the genre of the text. This is illustrated in Chapter Seven. In this chapter, the genre of the reading text is an information report. Accordingly, this genre type becomes the focus of the learning materials within the chapter. Finally, there are one or more elements of the reading content that interrelate to the sub-section. This can be related to the main topics or another element of the reading text. For instance, from the scene of Monsieur Loisel being handed a formal invitation to a dance ball occasion from the Minister and Madame Ramponneau (p. 72), the students are guided to learn about how to make oral and written invitations, both formal and informal, in the remaining parts of the learning activities. Apart from the aforementioned sections, however, the remaining learning activities in the textbook have a focus on the language skills which this research does not intended to evaluate nor assess in

regards to their the qualities. Consequently, not so much information in relation to Indonesian national identity is identified from such learning activities.

Moreover, the results of data analysis unravel four themes emerged from the verbal and visual texts within the English textbook in the textbook as the representation of Indonesian national identity, they are: (1) moral and disposition, (2) personal attribute, (3) nationalism, and (4) knowledge and scientific attitude. Among the eleven chapters, two chapters (18%), Chapter 1 and Chapter 5 are categorized under the theme of moral and disposition. Additionally, four chapters (36%) namely Chapter 2, Chapter 4, Chapter 8 and Chapter 10 highlight personal and attribute as the theme of the learning materials within those chapters. In line with that, the theme of Chapter 3 and Chapter 9 (18%) is nationalism while the remaining three chapters (27%), Chapter 6, Chapter 7, and Chapter 11 have knowledge and scientific attitude. In a similar vein, it is noteworthy to mention that most of themes within each chapter do not stand by itself. Apart from the main theme, a trace of any other theme might also be identified even they are not highlighted as the main theme. For instance, the development of spiritual attitude is mainly represented through the theme of morals and disposition which becomes the theme of Chapter 1 and Chapter 5. In addition to the two chapters, the trace of spiritual attitude is also identified in the learning tasks of almost all book chapters.

Discussion

As discussed earlier, the eleven chapters of this textbook contain four different themes. Among the same themes, there are a variety of perspectives of how the themes are developed. Based on the prior analytical results, then, this following section discusses how the textbook's authors develop the themes and perspectives in every chapter.

Theme 1: Moral and disposition

As shown in Table 1, there are two chapters that construct moral values and disposition as their theme. Both of them are in the first volume of the English textbook for semester one. They are: Chapter One entitled "Can Greed ever be Satisfied" (Volume 1, pp. 1-25) and Chapter Five entitled "Benefit of Doubt" (Volume 1, pp. 90-110). Although those two chapters share the same theme, the perspective of each of them is different. The first chapter's perspective is regarding the danger of greediness while the fifth chapter has the perspective of unflinching faith in God. In Chapter One, the attribute of spirituality is not explicitly stated in the reading text. No textual or visual statement in the reading text refers to the spirituality theme or relates to God. However, the attribute of being greedy as the moral of this text is identified from the reading text. For example from the statement between the fisherman (F) and his wife (W) regarding the wife's desire for more wealth (Volume 1, p. 4):

- F : "We should be happy with what the fish has given us and not to be greedy."
W : "Nonsense. The fish will do it very willingly, I know. Go along and try."

This conversation shows that the fisherman had warned his wife about her excessive covetousness. However, the wife was not happy and still insisted the fisherman try to fulfil her eager desire for wealth. The negative impact of the wife's greediness is inferred in the last paragraph as well: "*What does she want now?*" said the fish. The fisherman replied, "*I am truly ashamed of my wife's greed but I can't do anything. She wants to be Lord of the sun and the moon. 'Go home,'*" said the fish, "*to your small hut.*" And it is said that they live there to this very day (Volume 1, p. 5). In this conversation, the fisherman stated that he realized that his wife was being greedy by insisting that he request the fish to provide her with an impossible goal: that of being "the Lord of the sun and the moon." The response of the fish did not directly address what the fisherman said about his wife's excessively desire for wealth and power. However, the reply "*Go home, to your small hut*" implies that the fish took back what had been given to the fisherman and his wife as the negative impact of the wife's avidity. This paragraph becomes the punch line of the story. It infers the intended moral of the reading text; that is, being greedy ruins the comfortable lives of the fisherman and his wife. Moreover, the attribute of the negative impact of being greedy in the visual text is identified through the comparative analysis between the first and second images of the reading text. In the first one, there is a big and beautiful castle on the left upper side of the image. On the other hand, the second image portrays a small and ugly hut instead. In line with the textual text, the image of the castle refers to the fisherman's big castle given by the fish. In contrast, the small hut is the house of the fisherman and his wife after the fish has taken back everything it had given to them.

The moral in the reading text is furthermore inter-related to the questions in the reading discussion. The questions show that seven out of nine questions discuss the eager desire of the wife for wealth and power (Volume 1, p. 6). Only Question 2 and Question 3 have a different focus. They discuss the transformation of the prince into the fish. The next post-reading activity, "Personal Journal writing" also relates to the theme of the reading text. In this writing activity, the students are asked to write down eight clauses to complete the sub-ordinate clause of "*I am grateful to God for...*" (Volume 1, p. 7). Besides presenting the moral of the text, this learning activity also promotes students' spirituality through the insertion of the theme of gratefulness to God. Unlike the discussion questions that mostly focus on the moral value of greediness, the sub-section of personal journal writing explore the attributes of spirituality in its learning activities.

Moreover, the attributes of spirituality are identified in Chapter Five of the textbook, both in the reading text and discussion questions (Volume 1, pp. 90-110). The theme of spirituality is identified even from the first page of that chapter. The spirituality is portrayed through the image of a letter with white wings. The wings as pictured in this image appear to be very similar to the ones usually seen in the painting of angels in old churches. Additionally, the background of the wings as clouds and blue sky also amplify the Christian spirit of the image. The same image but in a smaller size is identified on the reading text page. It is located on the upper right part of the textual text. The inclusion of the image is interesting considering that it represents Christian religion while the majority of Indonesian students in many areas are Moslem. However, no attribute of a specific religion is identified in the textual text.

The investigation of the textual text reveals that spirituality is the main topic of the reading text. In the reading text, personal letters are written by Racho, the farmer, and are addressed to God (Volume 1, pp. 92-95). In the letter, he requests God to help him by sending him money due to the hailstorm that destroyed his farm. The attribute of spirituality is identified through the repeated mentions of the term “God” in the textual text. Besides, other attributes are identified in Racho’s statement to his son: “*My sons, nobody dies of hunger. Always remember we have God. I am sure he will help us*” (p. 93), in the part of the reading text regarding to what motivates Racho to write a letter addressed to God as “*God knows everything but I think I should write to Him and ask directly what I want*” (p. 93), and in the closing statement of his letter: “*So dear God, please help me. I know you will not disappoint me*” (p. 93). In addition, the theme of spirituality in the text is also inter-related with the discussion questions of the Post-reading Activity section. There are four out of eight questions that focus on faith to God. In line with the aforementioned learning materials, the inclusion of these questions confirms that spirituality becomes the main themes of the learning activities.

As addressed earlier, the aforementioned two chapters of the English textbook have spirituality and moral values as the major theme of the reading sections. However, it is represented in different ways between those two chapters. The reading text in the first chapter does not directly mention any attributes of God or any specific religion. Despite that, it contains a moral of the story regarding the negative impact of being greedy. Moreover, the learning materials in the inter-related learning activities within Chapter One explicitly motivate students to develop their awareness of this moral value through the questions in its sub-section. Additionally, the attribute of moral value is further developed in the writing sub-section by relating the topic of moral values to the personal attribute of gratefulness to God. On the other hand, the attributes of spiritual values are explicitly stated in both verbal and visual texts in the reading passage of Chapter Five. No specific religion or religious affiliation is mentioned in the verbal texts of the reading passage. However, the identity of Christian religion is implicitly identified through the image of both the title page and reading text page. Furthermore, spirituality is also the main theme of the discussion questions and writing section in this fifth chapter that constitute the post-activities of the reading section.

The analytical results of moral and disposition theme through the concept of religious texts within the English textbook indicates the importance of religion as an expected Indonesian national identity to develop through the learning process in English class. Apart from development of students’ religious values, another emerging theme identified within the textbook is the development of students’ personal attributes. Different from the previous theme that highlighting good deeds based on religion-based commands and prohibitions, the latter theme is more about person-to-person interrelationship. Further thematic analysis of how personal attribute is conceptualized within the textbook is provided at the following sub-section.

Theme 2: Personal attributes

Personal attributes refer to character traits of a person that differentiate that person from others (Althop & Berkowitz, 2006). Quantitatively, four of the eleven chapters in the

textbooks have the theme of personal attributes (Indonesian Ministry of Education and Culture, 2014a; 2014b). There are four perspectives of this theme, they are: (1) The Importance of Social Awareness and Empathy, (2) The Danger of Ungratefulness and Vanity, (3) love, sacrifice, and hope, and (4) Courage and Optimism.

Social awareness and empathy is the theme of Chapter Two, specifically the reading text section entitled “*Bullying: A Cancer That Must be Eradicated*” (Volume 1, pp. 27-310). As stated in the introduction of the chapter, the objective of this chapter is to improve students’ awareness of social issues through the discussion of bullying. Through the reading text, the authors present their opinion of the danger of bullying. There are a number of attributes of social awareness and empathy in this text. For instance, this is seen through the diction, and in the words chosen by the authors to describe the negative effects of children’s bullying, such as “*tragic end*”, “*depressed*”, “*violent beating*”, “*traumatic experience*”, and “*cruelly bullied*” (p. 28). Moreover, the ways in which the reading text is developed shows the authors’ stand against bullying. The text also asserts the importance of positive campaigns toward the development of public awareness on the issue through statements such as “*Children should not be living in constant fear*” and “*Everyone should be working together, against it, to stop it.*” The author even addresses bullying as a “*social evil*” (p. 29) in this paragraph. As the concluding remark, the authors encourage the reader to develop social awareness against bullying through the statement: “*So next time if you see someone getting bullied, would you try to stop it or let it happen? Remember, bullying is everyone’s problem; therefore everyone has to be the part of the solution*” (p. 30). Furthermore, the theme of the reading text interrelates with both the pre-reading and post-reading activities. The sub-section “personal question” in the pre-reading activity asks: “*Have you ever bullied or have you ever witnessed someone being bullied? How did you feel? Can you express your feelings/opinion on the issue of bullying?*” (p. 27). Similarly, the sub-section of personal journal writing in this chapter guides students to write down their feelings if they are bullied through the statement: “*Place yourself in shoes of a person who gets bullied everyday at school. How would you feel? Write down your feelings and what would you do about it*” (p. 31). It appears that the questions in the sub-section of discussion questions are intended to develop students’ awareness toward bullying such as: “*Did this opinion article raise/ change your awareness about bullying? Please explain*” and “*What can young people like you do to prevent or stop bullying?*” (p. 30).

The textual text of “*Vanity and Pride*” in Chapter Four (Volume 1, pp. 70-74) is about a couple that had to get through difficult times after losing a necklace they had borrowed from their friend. The moral of this reading text is the importance of being grateful for what we have. Another important message is to be honest. This reading text has an inter-related connection to the aforementioned reading text of “*Enchanted Fish*” in the first chapter. The inter-relation is not only regarding the characters in the story but also the moral of the story. Similar to the reading text in “*Enchanted Fish*”, the main characters in “*Vanity and Pride*” comprise a couple of husband and wife. In both reading texts, the wives are addressed by the authors as ungrateful wives who are not happy with what they have had in their lives. In “*Vanity and Pride*”, however, there is another moral of the story included in the text, that is, the danger of vanity. The ungratefulness of the wife is described through attributes of the text. For example, the character of Madame Loisel is described in the narrator of the script text as “*Madame Loisel was a pretty girl born into a poor family.... She suffered endlessly, feeling herself born for every delicacy and luxury. She suffered from the poorness of her house, from its bare walls, worn chairs, and*

ugly curtains” (p. 70). In addition, another attribute of the ungratefulness is also presented in how she talks to her husband as, *“I’ll be humiliated in that old gown. It’s so tattered and completely out of style. I can’t go to the ball wearing that rag”* (p. 71). Moreover, the attribute of vanity is characterized from her other reaction when her husband says that she is already beautiful with the new gown: *“You just don’t understand! It’s so annoying! I don’t have a single piece of jewelry to wear with my gown”* (p. 72). In a latter part of the script, the consequence of Madam Loisel’s vanity to their life is described as *“The replacement cost them everything. Madame Loisel came to know the ghastly life of abject poverty. Their previous life seemed downright ^{[[[}luxurious compared to what they had now”* (p. (p. 75)73).

The theme of gratefulness is related to the discussion questions. There are four out of ten questions designed to encourage students to discuss the theme. They are: *“What do you think of Madam Loisel? Do you know anyone who has the same personality as Madam Loisel? How are they alike? Please describe”* (Question One), *“In the beginning of the play, Madame Loisel was very sad and unsatisfied. Why was she sad and unsatisfied? What did she want? Support your answer with examples from the play”* (Question Two), *“Why do you think Madame Loisel borrowed the necklace from her friend?”* (Question Three), and *“Do you think she had a good time at the ball? Support your answer with examples from the play”* (Question Four). In addition, the sub-section of personal journal writing addresses another moral of the story regarding the attribute of honesty. The statement is *“Do you think being honest is very important in life?”* (p. 76). As mentioned earlier, the questions in the post-activities address the theme of the reading text as the main topics of the questions.

The third chapter regarding the theme of personal attributes is entitled *“The Last Leaf”* (Volume 2, pp. 45-62). In this chapter, the title of the chapter becomes the title of the reading text of this chapter. In the short story, Johnsy was described as an artist lived in New York City who was dying of Pneumonia. She believed that she would die very soon and no medical care would save her from death (pp. 47-49). The attribute of love and sacrifice as a theme of this text is illustrated from the character of Sue, Johnsy’s flatmate, who takes care of her during her illness. Sue’s character is implicitly described in the text. For example, after the doctor said that Johnsy was very ill and appeared to have no desire to live, Sue *“went into the workroom and cried...”* (p. 47). Further evidence of Sue’s affection for Johnsy is explained in the reading text through statements about how Sue helped to prepare Johnsy’s meal and help with the medicine. Another moral of the story is presented through the character of Mr. Behrman, a neighbour who sacrificed himself to help Johnsy develop her positive attitude against the disease. In the beginning of the story, it appears that Mr. Behrman did not believe in supporting Johnsy’s irrational thought that she would die at the same time the last leaf fallen. This point of view was described in the text: *“Old Behrman, with his red eyes plainly streaming, shouted his contempt and derision for such idiotic imaginings”* (p. 48). However, the latter part of the story showed Mr. Behrman’s sacrifice for Johnsy, as he secretly painted the image of an ivy leaf to replace the real last leaf that fallen during a thunderstorm at night. Moreover, the discussion questions of the reading text indicate the support for the themes of the reading text. They are designed to describe those three characters; for instance, *“If you were in Sue’s shoes, how would you have reacted to Johnsy’s irrational thoughts?”* and *“Why do you think Mr. Behrman made such a sacrifice?”* (p. 50). However, the learning activity in the sub-section of personal journal writing does not relate to the theme of the reading text.

The last reading text for this theme is identified in Chapter Ten (Volume 2, pp. 79-105). In this chapter, the reading texts consist of three song texts and three poem texts.

They are on different pages with their own post-reading activities. All are English songs and poems, all in English language, with the song/poem's authors mentioned. I classify the perspective of this chapter as courage and optimism. This is because the songs and poems share the same moral story, that is, not to give up or feel sad about troubles. Through the song "*We shall Overcome*" by Peter Sager (p. 84), and the poem entitled "*Invictus*" by William Ernest Henley (p. 89), the authors set the moral of the chapter, that is, to have courage and persistence toward any problems in life. Additionally, the contents of the texts also have the message of being optimistic in life.

Regarding the visual elements, there are three images identified in this chapter. The first is an image of a wood with two roads divergent on the title page of the chapter. It appears that this image is a visual interpretation of one of the poems in the chapter entitled "*The Road not Taken*" by Robert Frost (p. 88). The next is a full-page image of a night view with a partial figure of a tree on the left, a falling star in the middle of the page, and the big moon on the left upper part of the page. This image appears not to represent the theme of the reading texts that propound encouragement and optimism. Instead, the image provides the impression of a peaceful and silent night. Last but not least, the third image is at the smallest size compared to the other two. This image portrays the silhouettes of three people walking together hand-in-hand. There is a statement of "*We Shall Overcome*" on and under the image. The same statement of what is written on the image and the previously mentioned song title of "*We Shall Overcome*" indicates that the third image is the representation of the song. Unlike other chapters that have only one reading text, however, Chapter Ten has a number of texts in the forms of song and poem lyrics. Although not all lyrics have post-learning activities, consequently, there are a different number of post-reading materials. However, they share similar characteristics of questions; for example asking students' opinion regarding contents of the song/poem: "*What do you think the title 'Stand by me' means?*" (p. 83), whether students agree or disagree with the song or poem: "*Do you agree with what the poet is saying?*" (p. 89), and even whether or not students like them: "*Do you like the poem 'Invictus'?*" (p. 89).

As articulated from the analytical results, the theme of personal attributes is the mostly used theme in the English textbook. With four out of eleven chapters, this becomes the theme of majority of learning texts with various perspectives among those chapters. For instance, Chapter Two highlights the importance of social awareness and empathy while Chapter Four justifies the negative effects of being ungrateful. Despite the varieties of perspectives, the results of data analysis reveal the personal attributes within the textbook signify certain personal attributes such as being disciplined, hard-working, polite, faithful, honest, and polite, as well as to obey and show high respects to parents and show unquestioning loyalty to respectful parties such as parents and elderly people. No traces of personal attributes that highlight otherwise such as the importance of democratic values, good respect for human rights, or appreciation toward multiculturalism awareness. To conclude, the thematic analysis of personal attributes of the verbal and visual texts within the textbook comprise selective values and beliefs.

Theme 3: Nationalism

Among the chapters, there are two chapters that focus on nationalism as their themes. Both of them discuss Indonesian heroes. Chapter Three presents the transcript of a speech by Sukarno (Volume 1, pp. 50-51), the first president of Indonesia, in his speech at the first Asia-Africa conference as its reading comprehension text. In addition, the reading text of Chapter Nine comprises the biography of Ki Hadjar Dewantara (Volume 2, pp. 65-66), a pioneer of national education in Indonesia who has been officially declared by the Indonesian government by the Presidential Decree of 305 Year 1959 as the Father of Indonesian Education. The same decree also acknowledges Ki Hajar Dewantara's birthday as the Indonesian National Education Day (Detail Biodata Pejabat Menteri, 2017).

Although both chapters are about Indonesian heroes, how each of those two Indonesian heroes is articulated in the textbooks is not the same. Among those two chapters, the articulation of Sukarno appears to be more dominant than Ki Hadjar Dewantara. This is identified in the elements of: the position of each chapter in the textbooks, learning activities that relate to the heroes, and size and position of the images of those two heroes within the textbooks. Regarding the position of each chapter, Sukarno is the main topic of Chapter Three. This is the third chapter of the textbook teaching English for senior high school in grade XI in semester 1 (Volume 1, pp. 49-67). On the other hand, the text regarding Ki Hadjar Dewantara is located at the reading text of Chapter Nine. This is the fourth chapter in the second textbook that is used to teach English for Grade XI's students in semester two (Volume 2, pp. 63-79).

Additionally, the analysis of the learning activities that relate to the heroes shows that Sukarno's speech regarding his hopes and dreams for a better and stable peace in the world is not limited on reading section only. On the other hand, the theme of hopes and dreams, specifically in relation to the hopes of a better world, along with hopes for the nation of Indonesia and future personal achievements becomes the theme of the remaining learning sections within the chapter. For example, in the learning activity focusing on the development of students' speaking skills under the "Active Conversation" section (pp. 60-63), the students are asked to interview their classmates and make a report on that. The topics for the interview are regarding their own hopes for their personal life and for the world through the directional questions of "*What are their hopes and dreams for themselves?*" and "*What are their hopes and dreams for the world?*" (p. 60). Additionally, the same topic appears in the "Let's Contribute" section (p. 65) in which students are requested to make posters about their hopes for themselves, their countries, and their significant ones. The same topic is also presented in the practice section (pp. 57-58). In this section, the students are required to firstly identify whether or not each sentence among ten pre-determined sentences is grammatically right or not. Then, any grammatical errors in the sentences need to be fixed. Among those sentences, there are statements such as "*I hope we can change the world for better*" (p. 57) and "*Hope I will do able something beneficial for my country*" (p. 58).

Unlike Chapter Three, however, the theme of Chapter Nine regarding the biography of Ki Hadjar Dewantara becomes the topic of the reading comprehension of the chapter only. There are a number of learning activities that still relate with the reading text. They are

positioned as pre-reading activities (p. 64) and post-reading activities (p. 67). However, the remaining learning materials within Chapter Nine are focused on the development of biography texts in general. They are not related to the content of Ki Hajar Dewantara's biography in the reading text. In addition to the learning activities regarding the general information of how to develop biography texts, the students are guided to write short biographies about two Indonesian national heroines. They are: Cut Nyak Dhien (p. 72) and Raden Ajeng Kartini (p. 73). Besides being identified in the topics of the two Indonesian heroines above, the attribute of nationalism is also identified through the description of the achievements of the two heroines stated in their pre-determined available data. Both of their accomplishments are stated in this sub-section as: Indonesian "national hero" (pp. 72-73). Similar to the sub-section of Active Conversation in Chapter Three, the attributes of nationalism are identified in the form of statements in the sub-section of Active Conversation of Chapter Nine. They are: "*Do you have any dreams for your country and future?*" (p. 75) and "*If you had to do one thing for your country, what would it be?*" (p. 75).

The third element that differentiates both chapters is regarding the images in the chapters. As within most of the chapters, the main images in the reading text and on the first page of that chapter are the same. The only difference is the size. Unlike the image in the first page of the chapter that usually has a significantly bigger size, the image in the reading text is smaller. But the images on both pages remain identical. In contrast, Chapter 9 has different images on its first page compared to the page on which the reading text appears. In contrast to the image of Sukarno that has been presented both on the first page of the chapter and in the reading text, the image of Ki Hadjar Dewantara is only provided on the reading text page (Volume 2, p. 63). The first page of Chapter Nine comprises an image of a group of people in front of a building. On the lower right of the page, it is stated "*Taman Siswa 1st, August 1939*". Based on the information, it can be concluded that the picture was taken on August 1st, 1939 in the front yard of Taman Siswa. Later in the reading text, it is described that Taman Siswa is an educational institute founded by Ki Hadjar Dewantara in 1922 as a school for native Indonesians during colonial times (Volume 2, p. 66).

The aforementioned results of verbal and visual texts of Chapter Three and Chapter Nine advocate that both chapters have the same main theme of nationalism. The theme then is represented by Sukarno, the first president of Indonesia, and Ki Hadjar Dewantara as the father of Indonesian national education system. It is noteworthy to mention that the analysis of the position of the chapter, learning activities within the chapters, and the images of both Indonesian heroes indicate that Sukarno has higher level of salience than Ki Hadjar Dewantara. Despite the different proportions of Sukarno and Ki Hadjar Dewantara, the ways of how those two Indonesian heroes are portrayed in the textbook along with the inclusion of learning materials that encourage the positive attitudes toward the achievement of Indonesian famous people advocate the significance values of nationalism as an expected Indonesian identity for students to build. Apart from the themes of moral and disposition and personal attributes that have been addressed at the prior sub-sections, there is another theme identified within the textbook namely knowledge and scientific attitude. Then, the remaining part of this article is intended to overview the latter thematic analysis as provided below.

Theme 4: Knowledge and scientific attitude

There are three chapters in the textbook that have knowledge and scientific attitude as their themes. They are: Chapter 6, entitled “The Story of Writing!” (Volume 2, pp. 1-25), Chapter 7, entitled “Natural Disaster” (Volume 2, pp. 26-44), and Chapter 11 entitled “Man-made Disaster” (Volume 2, pp. 106-124). All of those chapters are in the Volume Two textbook for teaching English for Grade XI students at semester 2. The theme is “Knowledge” as the texts provide facts and information on an issue in relation to the theme of the chapter. In addition to the facts and information, a number of statements within the texts appear to be designed to promote students’ scientific attitude. That is to develop students’ positive attitude toward the issues of the texts based on the scientific evidences presented in the texts. In addition, it also refers to the learning activities that support students to use a scientific approach to answer the questions; such as through the activities of collecting and analysing required data. Additionally, the attributes in relation to facts and information in the texts are identified from the historical background of human writing systems in the world as well as description of technical writing (pp. 3-4). Additionally, the facts and information are presented in the form of the information and a table of earthquake magnitude levels (p.29). The authors also highlight the negative impact of global warming by quoting the report results from Greenpeace in 2007 (pp. 108-109).

As addressed earlier, in addition to the knowledge, the reading texts within the three chapters are also intended to raise students’ awareness of the problems faced not only by Indonesian people but also by people all around the world. Moreover, the reading texts encourage the application of a scientific approach in learning the English textbook. For example, these sections of the textbook aim to raise students’ awareness of the problems that have been presented in the texts about the devastating impact of earthquakes in Chapter Seven (Volume 2, pp. 28-30) and the negative effects of global warming on the earth in Chapter Eleven (Volume 2, pp. 108-109). In Chapter Six, however, the attribute regarding scientific attitude does not appear in the reading text. The text focuses on the historical background of writing systems as well as the definition and characteristics of technical writing (pp. 3-5). The scientific attitude in Chapter Six is identified in the post-reading activities. In the sub-section of discussion questions, through the question of “*Do you think writing changed our society?*” (p. 6) students are encouraged to present their analysis regarding how writing has changed society. This information is not provided in the reading text. In addition, the students are guided to investigate the relationship between technical writing and human invention through the question: “*Need is the mother of invention*”. *Do you think this saying is applicable to the development of technical writing?*” (p. 6). In the sub-section of personal journal writing, the scientific attitude is formed in the way that students are guided to build their own hypothesis of what might have happened to the world without the development of human writing systems. The direction of the writing activity is: “*Do you think advent of writing has had a major influence in making our world as it is now? If writing had not been invented what would our world be like? Reflect on it for a few minutes. Write your reflections here*” (p. 7). The statement refers to the learning activity which asks students to reflect on the influence of human writing systems on

the world. This is more a high-order philosophical question than one designed to measure English skills such as Listening, Speaking, Reading, and Writing.

On the other hand, the theme of scientific attitude appears both in the reading texts and post-reading activities in both Chapter Six and Chapter Eleven. In the reading text of earthquake in Chapter Six, there are a number of attributes of the development of students' scientific attitude. Firstly, there is the title of the text: "Earthquakes: The Most Deadly Natural hazards" (p. 28). The phrase "*most deadly natural hazard*" as the description of "earthquakes" might raise students' awareness of how disastrous an earthquake can be. This is supported by the information and facts about the impacts of earthquakes for human beings. In addition, the text also explains the danger of earthquakes in Indonesia to support the development of students' awareness about the impact of earthquakes for Indonesian people. This is especially presented through the phrase: "*Indonesia as the ring of fire*" (p. 30). According to the text, this geographical background makes Indonesia "*more prone to earthquakes*" (p. 30). Furthermore, the text provides argument to develop students' positive attitudes to the importance of further research. After the presentation of information and facts in the text, the last paragraph addresses the possibility of better management of earthquakes in order to minimize the impact of earthquakes through the statement: "*In future, perhaps scientists will be able to predict earthquakes exactly but for now science has yet to provide answers*" (p. 30). Scientific attitude in the text has an inter-textual relationship with the learning post-reading questions. For example from the questions: "*Which of the following disasters do you think is the most horrifying: earthquake, tsunamis, thunderstorms, or flood?*" and "*Do you know anything about the 'Ring of Fire'? Can you find information and discuss with your classmates?*" (p. 31). The questions require students to investigate and collect some scientific information and data to be able to answer the questions. Therefore, it relates to the development of students' scientific attitude.

Chapter Eleven, entitled "Man Made Disaster" (pp. 106-124), has the attributes of knowledge and scientific attitude in both reading text (pp. 108-109) and post-reading activities (pp. 110-111). There are statements within the texts to develop students' attitude toward the negative effect of the issues presented. In this text, it is the danger of global warming. Many facts and data are provided in the text to support the theme of the reading text. In addition, the discussion questions also aid the development of students' scientific attitude by providing learning activities that require students to use a scientific approach to answer the questions; for example by collecting data, analysing the data, and presenting the result of the analysis. Regarding the analysis of the visual texts in these three chapters, none of them presents human figures within the images. This is in line with Kress and Van Leeuwen's model of analysis (2006) that human figures are usually used to develop social inter-connection between image and viewer of the image. Analytical scientific texts are usually focused on factual information rather than inter-personal relationships. Therefore, a number of scientific texts do not have human figures in the images related to the texts.

In Chapter Six there are three images. The biggest one is located on the title page (p. 1). It consists of figures of two rolls of papers, two books, and an inkbottle. The papers are on the left, the bottle and the pen are in the middle-front position, and the books are on the right. In line with Kress and Van Leeuwen's theory of visual analysis, the image appears to be a description of a writing process. It starts from the starting point of the process that is

represented by the pieces of papers on the left side of the image; then through the writing process itself through the representation of the pen and ink. Then, the final result of the process is pictured by the figure of the books on the right. The other two images within the reading texts of Chapter Six are the images of early stages of human writing systems namely Hieroglyphics and Cuneiform Script (p. 5). The function of these two images is as visual information to support the text. They also provide information about what the early stages of a writing system looks like. This is related to the theme of the reading text as discussed before, that is, knowledge and scientific attitude.

Unlike the symbolic image on the title page in Chapter Six, the image of the title page in Chapter Seven is in a form of a picture (p. 26). Additionally, there is another image on the page of the reading text (p. 27). Both of the images are similar; they portray the results of earthquakes on people. The images show houses that have been destroyed by the earthquake and tsunami. The image on the reading text of Chapter Eleven, on the other hand, is a symbolic image of the impact of global warming. It is pictured by a figure of a tree (p. 106). The left side of the tree is green with many leaves and grass all around. In contrast, the right side shows leafless branches and dry soil. In addition, there are other images on the first page of the reading text in this chapter. The first one comprises of two images with the information of “*Glacier AX010 Nepal*” on the image (p. 108). The top image shows a glacier with full snow cover on almost all parts of the glacier. The year “1978” is written below the image. On the contrary, the bottom image shows the same glacier but with significantly lesser snow (p. 108). The snow only covers a small part of the glacier. The year “2004” appears on this lower image. This image appears to present the result of global warming on the glacier.

Moreover, it is articulated earlier that the development of knowledge at the textbook is implemented under the theme of knowledge and scientific attitudes. The reading texts are presented with the focus of presenting facts and information. In addition, the comprehension questions of the reading texts accommodate a number of questions that might enable students to develop their critical thinking abilities. However, the analysis of the question items discloses that most of the questions are out of the contexts of the reading texts. The questions that supposed to develop students’ scientific attitudes are more related to high-order philosophical questions that are not related to the reading texts preceding the questions nor English language skills. Apart from that, there are limited learning activities in the textbooks that are related to the learning of English language skills. Even there are some, the learning activities are in the low level of thinking only, mostly in the level of recalling. Therefore, the questions do not support the teaching of English language as a means of communication. Even though the findings underpins the gap between the low level of English language skills and the fact that the textbook is for Grade XI, the discussion regarding it is beyond the scope of this dissertation as this article is intended to investigate how Indonesian national identity is represented in English textbook. Therefore, no further conclusion can be drawn about those issues.

Conclusions

To sum up, the analytical results confirms four main themes of how Indonesian national identity is conceptualized in English textbook namely (1) morals and disposition, (2) personal attributes, (3) nationalism and (4) knowledge and scientific attitudes. Among them, the trace of moral and disposition theme is identified in the learning tasks in almost all book chapters. In addition, there are two chapters that specifically make spirituality as the main themes of the chapters. Regarding the personal attributes theme, a number of chapters within the textbook underscore the promotion of good deeds such as honesty, discipline, responsibility, tolerance, and politeness. Additionally, the representation of the attributes toward nations and country's pride are presented in the form of learning materials about Indonesian heroes. In line with that, the attitudes toward the society and the world are in the form of awareness toward global issues such as social awareness, colonialism-free world, natural disasters, and global warming.

Apart from the identified themes, the results of analysis also reveal some interesting points such as the unbalanced proportion of how each theme is represented in the textbook, the infusion of selected values and norms in the development of students' personal attributes, the gap between the reading comprehension questions and the reading texts or English language skills, the minimal representation of the knowledge development, specifically in regards to the development of English skills. Despite the aforementioned research results, however, English textbook is merely an element among various factors in English teaching. Further studies with a broader scope of investigation that might involve other parties such as, but not limited to, curriculum documents, interviews with curriculum development personnel, interviews with the teachers of English, and classroom observation are strongly suggested. Thorough such studies, more comprehensive information of how Indonesian national identity is conceptualized in English language teaching might be achieved.

Disclosure statement

The authors declare no conflict of interest in the design of the study; in the collection, analysis, or interpretation of data; in the writing of the manuscript, or in the decision to publish the results.

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